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AUTHOR Andrews, Ian H.
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ABSTRACT

This study investigated various components of teacher induction programs in five countries: the United States, Canada, Great Britain, Australia, and New Zealand. The purpose of the study was to illuminate the academic programs and organizational structures that should prevail so as to encourage the confluence of preservice and inservice teacher education programs. Academic, governance, and organizational factors in programs in the countries were studied through visits, observations, and literature and research reviews. Five paradigms of teacher induction were observed: (1) "laissez-faire"; (2) collegial; (3) formalized mentor-protege; (4) mandated competency-based; and (5) self-directing professional. The five paradigms and their implications for teacher education are discussed. (CB)

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Ian H. Andrews

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An Investigation of the Academic Paradigms Underlying Induction Programmes in Five Countries

> "The central idea is that this new force - induction - should focus upon reforming the beginning years of teaching in such a way that the whole of teacher education would be influenced."
>
> Robert Bush (1980, p. 350)

Introduction

Induction programmes for beginning teachers are now prevalent in some countries. Legislative and programmatic efforts afforded the beginning professional teacher have become important agenda topics within the reformation of teacher education. Consequently social scientists are beginning to explore pertinent research questions applicable to the academic programme design and implementation components of these induction programmes. Various researchers (Bolam, 1979; Hall, 1982; Tisher, 1982; and Zeichner, 1983) have posited that the construction of this new educational parameter within the context of teacher education has assured not only the re-examination of the underlying academic premises of teacher education but also an enquiry into the pedagogical orientation of teachers' professional development activities. For example in a seminal paper entitled "Teacher Induction: Research Issues," Griffin (1985) identifies numerous

research questions that substantiate the important investigative activities that educators must pursue. Common to many of Griffin's questions were the topics of teacher education confluence among pre-service, induction, and in-service, as well as the academic and organisational design implications of formal and/or legislated induction programmes. Hence this paper contributes to this inquiry on confluence and induction programme design by developing five paradigms of induction based on a comparative case study of various induction models selected from Britain, Australia, New Zealand, the United States and Canada (Andrews, 1986). First, a brief overview of this research study on induction will be presented, followed by a discussion of the research findings salient to the topic of this paper. An outline of the five paradigms of induction models reflective of different academic and organisational orientations based on the research then will be presented. A brief summary of concluding remarks follows.

Overview of Research Study

Specifically this study attempted to illuminate the academic programmes and organisational structures that should prevail so as to encourage the confluence of pre-service and in-service programmes. The study which I report on was part of a larger project which investigated various components of induction programmes in five countries. This study was based on the assumption that pre-service and in-service teacher education agencies must work collaboratively to introduce and successfully

implement a teacher induction programme. It is posited that teacher education agencies at the legislative, university, teachers' association, school district and schoolbuilding levels must contribute appropriately to the governance, academic and organisation of induction programmes. Policy documents, published reports, fugitive literature and evaluation documents were the main source of the research data. These resources were complemented by visitations to three countries (England, Canada and U.S.A.) to conduct interviews and meet legislators, programme developers, mentors and beginning teachers involved in the induction programmes. Specific programme criteria of the induction programmes that were analyzed included the following components:

Governance:	legislative act(s), legal status of intern, funding source, certification process, role of collaborative agencies
Academic:	pre-service requirements, goals and objectives, supervision components, instructional resources, continuing education options, teacher assessment criteria
Organisational:	management of programme responsibilities of collaborating agencies, beginning teacher placements, selection and training of mentors, stages of implementation

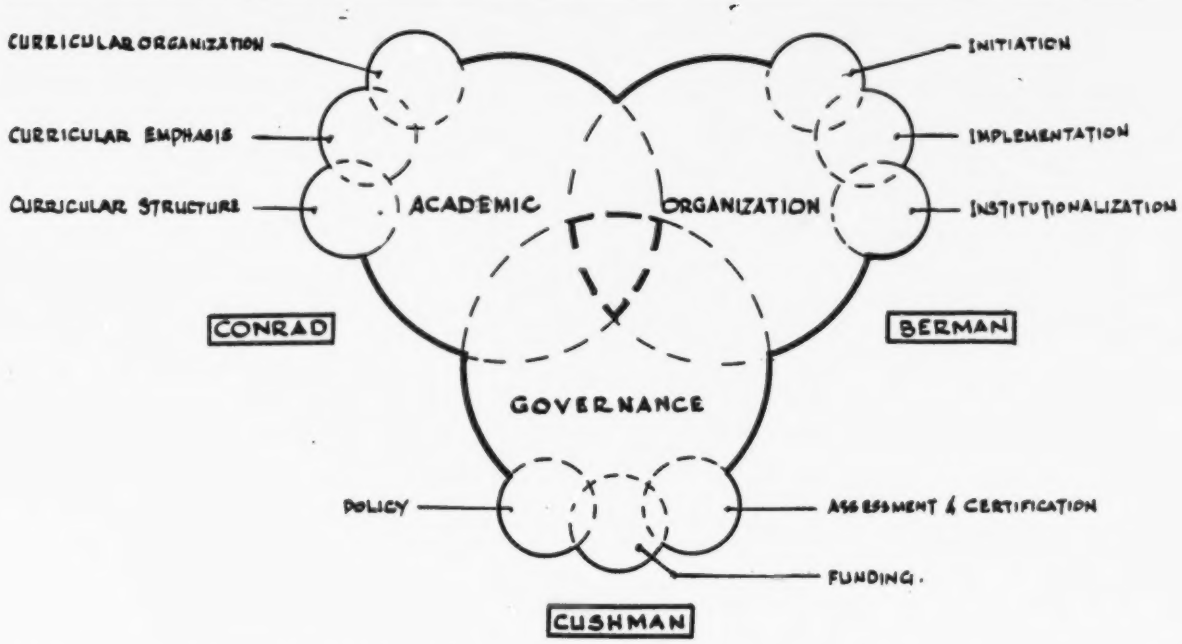
Three theoretical frameworks were utilized in this analysis. The first was drawn from Conrad's (1978) theoretical framework for curriculum planning in post-secondary education. Conrad has designed a three step process that provides a baseline for

analyzing or developing a curriculum scheme. This examination of an academic programme includes: choosing an organising or conceptual principle, establishing a curricular emphasis and building a curricular structure. The construction of this systematic model recognizes, however, that the final design of the programme will be strongly influenced by political, financial, and academic factors within each planning phase. The second framework used was Berman's (1981) paradigm for educational change. Berman developed a three stage process for the implementation of education programmes. This analytical framework distinguishes three complex organisational sub-processes: initiation, implementation and institutionalization, that are interconnected rather than linearly sequenced. Berman suggests that educational change is a connecting flow of events characterized by choice rather than a linear process of sequentially planned decisions. The third analytical framework adopted Cushman's (1977) principles for educational governance. Cushman's governance factors included three legislative components: policy, funding, assessment and certification. The examination of the induction model using these factors identified the priority and extent of importance that national, state or district jurisdictions placed upon induction. Figure 1 (p. 5) illustrates how the three theoretical frameworks combined to form the overall analytical model for the study.

The data acquired from each country provided a unique perspective within induction programming. Differences within each country in pre-service education programmes', unique governance

Figure 1

OVERALL ANALYTICAL FRAMEWORK FOR EXAMINING INDUCTION PROGRAMMES



and funding structures, as well as ecological factors of schooling and professional development activities were evident when corroborating the data. However, interesting similarities also were evident particularly within the governance, academic and organisational components of the induction programmes. Moreover although confluence between pre-service and induction programmes was not evident, confluence between induction and in-service education was beginning to develop within some programmes in some countries. A summary of the salient research findings now follows.

Summary of Research Findings

A comprehensive overview of all research findings of this comparative study (Andrews, 1986) is available. However for this

paper the documentation is summarized as reflected in these particular topics: a) curriculum organising principle, b) confluence, the role of induction, c) supervision and assessment, d) governance factors.

a) Curriculum Organising Principle

Conrad's theoretical framework for planning identifies that a fundamental element for planning an educational programme involves the selection of an organising principle on which to establish the academic orientation. Using Conrad's framework, Figure 2 (p. 7) identifies the various induction programmes' curricular organising principles. This generalized summary indicates that only two principles predominated, namely teacher development and selected competencies. Essentially all countries' programmes incorporated the teacher development curricular organising principle. Goals and objectives of induction programmes that emphasised the improvement of i) general knowledge of the profession in the cognitive and affective domains, ii) personal development recognizing the socialization process of the induction year, and iii) professional development of individual needs within an incremental continuum of teacher education were evident to some degree in every induction programme.

The presence of the selected competency principle was illustrated by the existence of instructional, curricular and practical skills in the various induction programmes. The six domains of the Florida Beginning Teacher Programme best exemplify the curricular orientation of this principle. These performance

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Figure 2

Summary of Induction Programmes
Curricular Organizing Principle

Principles	Representative Induction Programmes
1. Academic Disciplines (Subject Emphasis)	- To some degree Britain, i.e. extended programme component - To a lesser degree U.S.
2. Teacher Development (Cognitive and Affective Domains)	- Major emphasis in Britain, Australia, New Zealand and Canada - An important but secondary emphasis in U.S.
3. Great Books and Ideas (Philosphical Inquiry)	- No evidence in any country
4. Social Problems (Application of Knowledge In Social Context)	- No evidence in any country except Northern Territories in Australia
5. Selected Competencies (Demonstrated Instructional and Practical Skills	- Major emphasis in U.S. - Important but secondary emphasis in Britain, Australia, New Zealand and Canada

domains include i) planning, ii) control of student conduct, iii) organising and development of instruction, iv) presentation of subject matter, v) communication and vi) evaluation of student progress. Britain, Australia, New Zealand and Canada all have made reference as well to these domains in their programme rationale. The expectation for beginning teachers within this organising principle is to encourage their application of the knowledge base in teaching and to employ professional skills, both generic and curricular, to their classroom practice. It should be emphasised, however, that in the Florida model, along with the other states in the U.S. that have induction programmes,

e.g., Georgia, North Carolina, Oklahoma, this particular organising principle is most predominant. The preference of these U.S. induction models to use the selected competency orientation reflects the promotion of state-wide performance testing and performance evaluation systems.

Another organising principle, the academic discipline orientation, that focusses upon subject emphasis, does receive attention in both the U.S. and Britain. Florida, Liverpool and Northumberland's programmes all provide a curricular structure that encourages an emphasis of the academic disciplines. In Britain the external programme component of the two national sponsored projects for example offered subject-based course work as the major focus of this programme. In Florida the selected competencies were partially designed to enhance greater application of the reading, writing and mathematics knowledge base while applying the generic instructional competencies.

b) Confluence: The Role of Induction

The research data suggested that the establishment of a confluent teacher education process among pre-service, induction and in-service programmes underlies the fundamental perspective that proponents for reforming teacher education in all five countries have proposed. Specifically enhancement of continuing professional development for teachers is considered a major objective in establishing this confluence. However, additional educational objectives such as i) the establishment of sequential pedagogical training for teachers, ii) the operationalizing of collaborative institutional programming for teacher education

agencies, and iii) the improvement of school practice for staff development, teacher assessment and pupil performance are all perceived as achievable if confluence in teacher education is realized.

In this study all countries' induction models incorporated one or more of these educational objectives in developing their induction programmes. Considering that induction has been considered the weak link within the confluence of teacher education it was not surprising that educational institutions in the respective countries or states endorsed induction as the vehicle to integrate the three stages of teacher professional development. In Britain, Australia and New Zealand the rationale of induction programmes incorporated the theme of continuous professional development and collaborative institutional planning. The curricular organising principles of these induction programmes all emphasised a continuous teacher development theme. Cognitive and affective growth of teachers were inherent in the planning of these programmes. In essence a holistic orientation to professional development was proposed. However, in the U.S. and Canada the improvement of teaching performance among beginning teachers was a higher priority within the rationale of establishing induction programmes. Selected competencies relating to instructional skill and ability represented the curricular organising principle for these two countries. Regardless of the differing curricular orientation the establishment of induction programmes imply that these factors should be prevalent if confluence is to be incorporated successfully.

In summary, the factors contributing to a pedagogical confluence among the three stages of teacher eduction must incorporate four programmatic elements. First, there must be a continuous academic framework with a sequential professional syllabus being present. Second, curriculum objectives should reflect an introductory orientation to the profession, a lateral open-ended instructional and curricular focus, and a self-evaluative perspective. Third, theory-practice content within all three stages should be organised so that experiential activities incorporate a theoretical perspective both in the beginning teacher's instructional practice as well as with the complementing supervisory and professional induction activities. Fourth, school-based staff development programming must be designed to enhance the continuing professional development of the beginning teacher beyond their induction year.

c) Supervision and Assessment

The research evidence does suggest that specific supervisory and evaluative strategies do vary among induction models. In Britain and Australia teacher assessment is formalized around a summative reporting procedure that takes place near the end of the induction year. The principal or the district induction advisor prepares a final report that summarises the teaching abilities and overall progress of the probationary teacher. Consultation with mentors and other supervisory personnel is pursued by the report writer but essentially the assessment is undertaken in relative isolation to the ongoing induction activities that the beginning teacher has experienced during the

probationary year. In contrast, in the U.S., New Zealand and Canada assessment procedures are the responsibility of the members of the beginning teacher's supervisory personnel. Regular formative supervisory sessions provide consistent data that is formulated during the post conference meeting. Final assessment reporting therefore is actually a composite ongoing formative documentation that has been contributed by all supervisory personnel. Analysis of the U.S. and New Zealand programmes reveals that self-evaluative procedures are open to the beginning teachers to contribute personal assessment on their own instructional progress. However, concrete evidence of systematically using the teacher's self-evaluative data was not forthcoming in the research investigation.

Nevertheless, regardless of the circumstances of the assessment procedure, each induction programme did promote the use of supervisory strategies among the mentors and supervisory personnel. However, two factors do appear problematic among the induction programmes' supervisory activities. First, the quality and quantity of in-service programming for supervisory personnel is directly proportional to the funding that is available to establish such programmes. Comprehensive programmes are costly. Furthermore, given the complexities of the supervisor's role, i.e., gathering data, communicating information, and preparing formative documentation, the need to provide comprehensive in-service programming is definitely required. Unfortunatly, few examples exist where comprehensive training of supervisors is undertaken. Britain, e.g., Northumberland and Avon, the United States, e.g., North Carolina and Florida, and New Zealand do use

appropriate funding to promote this endeavour but generally induction budgets do not extend sufficiently to cover the in-service requirements. Second, beginning teachers have minimal choice about the kind of supervision they receive. Clinical supervision is the preferred format of all countries where a consistent model exists, i.e, Canada, U.S. However, this process is primarily designed to focus upon instructional skills, i.e., lesson planning, questionning techniques and pupil assessment techniques rather than other categories, i.e., the affective domain and curriculum development. Current practices of supervision such as cooperative, developmental, and self-directed supervision all could be considered as possible alternatives.

In Australia and Britain this assessment/supervisory issue is further complicated because assessment criteria have not been clearly articulated. Hence, evaluative judgements by principals or induction supervisory personnel become more subjective and personally interpretative. This fact alone is not contentious. However, given that these individuals do not observe or confer with the beginning teachers on a regular basis, the assessment process does not appear to enhance the professional development of the beginning teachers nor truly validate an effective assessment procedure.

d) Governance Factors

Unquestionably all five countries' induction programmes had common extant conditions pertaining to governance and political support prior to the programmes' implementation. Politically the national or state education authorities recognized that school

reform would also require reform in teacher education. Induction programmes were seen as an ideal focus for teacher education innovation hence legislative policy reforms were introduced. All educational authorities mobilized the various stakeholders in teacher education so as to provide political support and collaborative endorsement within the educational community. New Zealand for example gained legislative reform by using research and evaluative data to argue for increased induction programming. Canada's Alberta Teacher Initiation Project (A.T.I.P.) also sought political endorsement from the various stakeholers, but their initiation phase of programme organisation was brief and relied upon documentation on induction from the other four countries.

Overall one governance factor remains fundamental to the establishment and institutionalization of induction - funding. It appears so evident that increased financial support by national and state governments towards induction is directly proportional to the organisational and administrative potential of the programmes. The quantitative and qualitative factors of the induction model may be greatly enhanced if financial resources become directed to this endeavour. In Canada, for example, the A.T.I.P. has been developed primarily because funding has been allocated from both the Provincial Education and Employment Ministries. In Australia the programme variations prevalent in each state are very much based on the individual funding that is specifically allocated. In-service programming, release time for beginning teachers, induction staff availability all rely upon

adequate funding. Hence one may conclude that political support is pragmatically evident if governance policies, endorsing the academic and organisational legislation, substantially receive financial appropriation.

Five Paradigms of Induction

Based on the research from this study one fact does appear definite, the introduction of an induction programme does alter the academic context of teacher education. Whether explicitly stated in the policy or implicitly designed within the organisational format of induction activities, the underlying pedagogical structure of teacher education definitely is affected. As identified earlier the various induction programmes do have a different underlying rationale or at the very least a differing curricular organisational principle that affects the curricular emphases and structure. The major effects of this curricular difference specifically impact upon the induction practices of the beginning teacher. Hence, in addressing a major purpose of this paper a conceptual pedagogical framework for classifying induction programmes has been constructed.

Hopefully the construction of this analytical framework will provide a research strategy that may be used when investigating both induction programmes and the confluence of teacher education. Furthermore, this analytical framework hopefully will help illuminate various pedagogical and structural issues programme developers and policy makers must consider when introducing an induction programme. Therefore, based on this research of induction programmes, five paradigms of induction

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programmes are proposed to represent five different interpretations of this second phase of teacher education. Figure 3 provides a graphic summary of these paradigms.

Figure 3

Five Induction Paradigms

Induction Paradigms	General Characteristics
#1 Laissez Faire	- absence of formal programming - minimal mentor-protege relationship - not a high priority for beginning teacher or staff development programming
#2 Collegial	- informal supervisory relationship with experienced colleague - in-service activities are provided for both participants - no assessment component enters into this supervisory relationship
#3 Formalized Mentor Protege	- formalized contractual relationship of beginning teacher with experienced teacher with mandated syllabus - comprehensive in-service activities for both participants - beginning teacher evolves through a continua from dependency on the mentor to professional independence - an assessment component is part of the mentor's role
#4 Mandatory Competency Based	- mandated performance-based competecy programme - probationary status of beginning teacher emphasized - major financial and legislative support afforded - well monitored and evaluated
#5 Self-Directing Professional	- self-directing contract format - may combine elements of paradigms #2, 3, 4 - mentor provides collaborative support - beginning of ongoing professional development plan

Paradigm #1 - Laissez-faire

The most prevalent example of induction programmes, particularly in most of Canada and Britain as well as in several U.S. states is the laissez-faire paradigm. In this paradigm

beginning teachers are given full responsibilities of a classroom but receive no coordinated supervisory, consultative or peer support. Occasionally a mentor-protege relationship may develop informally within the school, for example the beginning teacher may discuss problems with an experienced teacher or school principal, but this is usually the exception rather than the rule. Professional development opportunities may be afforded through school district or school-based in-service. However, no special programmes are usually offered that reflect the unique needs of the beginning teacher. Various factors create this professional vaccuum for beginning teachers. First, if teachers graduate from pre-service institutions and receive full certification requiring no ongoing probationary period, then beginning teachers do not have any assessment or tenure review policy that would require mandatory supervisory or evaluative procedures. Second, first-year teachers become so preoccupied with survival, i.e., tomorrow's lesson planning, daily marking and the regular management and administrative activities of the classroom that little additional time is initiated on their part to pursue assistance or counsel unless time or support is offered directly to them. Third, peer supervision, team teaching, and staff development programmes that might promote options for beginning teachers are not a common occurance among many schools. Hence all three factors seem to naturally avoid induction programme practice and leave the introductory phase of full-time teaching as an exploratory, phenomenological and survivalist experience for the beginning teacher.

Finally, the laissez-faire paradigm can often be the result of scapegoating. This occurs when universities, school districts, teacher associations all recognize the importance of providing some supportive induction programme for beginning teachers but dwindling professional development budgets, scarcity of new jobs, priorities of retraining teachers, and no professional leadership for promoting induction provide strong arguments against its implementation.

Paradigm #2 - Collegial

The second scenario or paradigm is the collegial model. Beginning teachers within this model as in Britain and Australia are assigned an experienced eacher for their first professional year. The experienced teacher who would have familiarity with the grade or subject level of the beginning teacher would volunteer for this position and would not receive remuneration. A supervisory in-service programme would have been developed within the district for the experienced teacher so as to ensure that opportunities for improving their supervisory and communicative skills would occur. In addition special in-service sessions involving both beginning and experienced teachers would take place throughout the year. Hence, not only does each member of this collegial team receive professional training but also beginning and experienced teachers become participants in an educational partnership within their school.

This type of programme does not require much cost because most in-service sessions would be held during after-school hours. However, some districts appreciating the professional development

advantages to both beginning teacher and mentor could establish budgets for substitute costs and day-long in-service meetings that would enhance the priority the district would place on this form of induction programming.

Curriculum assistance and instructional supervision would form the basis of the experienced teacher's support. No standards or requirements would be placed on the beginning teacher achieving a presubscribed competency level, rather the assistance of the experienced teacher would be an informal arbitration based on the beginning teacher's requests and the experienced teacher's observations.

Finally, the collegial model is not an assessment-based model. Although the principal's report would comprise the first year teacher's evaluation, the experienced teacher would have no role to play in this evaluative process. The underlying assumptions of this induction paradigm being that the collegial relationship of the beginning teacher with an experienced peer in the same school emphasizes the supportive, personalized, school-based and non-evaluative form of induction practice. Recognition of the important assistance that may be afforded the beginning teacher, regarding such areas as instruction and curriculum, complements the invaluable socialization activities that are also inherent in this model.

Paradigm #3 - Formalized Mentor-Protege

Unlike the collegial paradigm this induction model has a formalized contractual relationship between the experienced and beginning teacher. Not only are supervision visitations a regular

occurance but also interviews, tutorials and in-service sessions comprise the induction activity of both teachers. Although the mentor-protege relationship may be described as a helping relationship, the mentor does assume a formalized evaluative role.

At the beginning of the school year the mentor becomes fully responsible for various instructional and socializating activities that would enable the beginning teacher to gain competence, confidence, realistic values, self-evaluative skills, curricular knowledge and a general understanding of the pupils, staff and school ethos. As Gray (1984) suggests, interaction between the mentor and the beginning teacher would comprise modelling, supervision, coaching, discussion, and currciulum collaboration. Moreover the course of the school year the mentor reduces his responsibilities and offers minimal leadership. Meanwhile the beginning teachers become more self-directing, self-evaluating, and eventually become responsible for the development of their own professional development programme. As a role model, instructor, supervisor and counsellor, the mentor not only provides invaluable assistance for the beginning teacher but also this multitude of instructional responsibilities enhances the mentor's own professional development.

Formalized record keeping, formative and summative evaluative data as well as instructional assessment by the principal would characterize this model. Released time becomes a required feature of this programme, because beginning and experienced teachers need specified times to meet, hold tutorials and attend in-service sessions. School districts or state

governments would finance this release time and recognize the value of this induction practice by ensuring that adequate substitute funds would be available to cover the release time of mentor and beginning teacher. In some school settings the mentor may have more than one protege but the preferred approach is that one experienced teacher supervises one beginning teacher. Finally, the mentor would have a mandated induction syllabus to base observations and instructional support. However, the instructional emphasis and curriculum orientation would complement the situational framework of the beginning teacher's perspective while meeting needs of the pupils and reflecting the instructional progress of the teacher.

Paradigm #4 - Mandated Competency-Based

The fourth induction paradigm for beginning teachers is a formal and required involvement in a post university induction certification programme. This paradigm is a mandatory internship or probationary model. Within this model beginning teachers leave the regulatory defined pre-service programme to embark upon a complementary formalized induction programme. As in medicine, beginning teachers or interns are required to meet certification requirements or to perform competency-based objectives within their first year of teaching prior to obtaining their full professional standing. U.S. induction models exemplify such programmes. Evaluative procedures characterize this model and may be interrelated or totally separate from formative supervisory practices of school-based personnel. Usually district or provincial administrative personnel are responsible for the

beginning teacher's assessment.

Legislative support underlines this type of induction model hence policy regulations and substantial funding prevail. Normally beginning teachers would have a minimal self-evaluative role in this programme given that the mandated syllabus would have its own assessment procedures and skill-based testing. In essence the induction curriculum is a commodity that is to be consumed with little opportunity for individual interpretation allowed. However, skillful beginning teachers would be given the opportunity to proceed through the competencies and master them at their own rate. Hence, the mentor and principal would act as both supervisors and programme technicians since the responsibility of implementing and monitoring the induction programme rests with them.

Finally, the mandated competency-based programme is characterized by substantial programme evaluation. Given the investment both politically and financially, the politicians and district adminitrators wish to ensure that accountability and productivity are evidenced throughout the induction programme. Hence, through programme evaluation and beginning teacher assessment, progress reports, statistical documentation and, in some cases, state-wide research programming will be introduced.

Paradigm #5 - Self-Directing Professional

The fifth paradigm is the self-directing professional model. In essence the beginning teacher may experience modifications of any of the other last three paradigms but most importantly first year professional in-service activities are

seen as the beginning of an ongoing continuing education programme for the first year teacher. A professional development plan is prepared by the first year teacher which constitutes a major component of his professional profile. This self-directing contract formatively evolves each year of the teacher's professional career and is monitored by the teacher's principal or an experienced colleague. In-service workshops assist the beginning teacher with the preparation of self-directed professional profile ensuring that self-analytical and self-evaluative strategies are effectively implemented. The beginning teacher may utilize the experience and supervisory support of other first year teachers, experienced teachers, principals or instructional and curriculum consultants. However, in this induction paradigm the contractual expectations and subsequent completion of a professional development profile remain as the resonsibility of the beginning teacher.

The interpretation of the mentor's role in this paradigm is that the experienced teacher works with the beginning teacher in reflecting critically upon the relationship of the beginning teacher's actions and the beginning teacher's self-evaluation. The assumptions of both mentor and beginning teacher become a collaborative and ongoing transformation of their knowledege, their process of instruction, and their professional relationship. Naturally the mentoring emphasis in this type of induction programme as it applies to curriculum development and implementation would contribute towards educational preparation rather than mere training.

Summary

Certainly the enactment of one of these five scenarios in the induction year following the completion of a pre-service programme definitely will influence the evolutionary growth of the beginning teacher. Each paradigm portrays the induction process in a different ethos. Furthermore consequences to the development of the beginning teacher's professional opportunities and experience are naturally individualistic. Irrespective of the decision or opportunity of the beginning teacher to experience one paradigm over another, the second year of professional teaching will lead to the third stage of teacher education. Hence the induction phase concludes with these questions. Will the first year teacher enter their second year in the profession with enlightenment and professional inspiration? Will the second year of teacher's professional career sequentially evolve from the beginning teacher's induction experiences? And finally, have the professional development and socialization experiences of induction provided a meaningful base from which to foster and promote rather than to fragment and incapacitate the professional learning of the beginning teacher?

Concluding Remarks

Irrespective of the underlying curricular theme of confluence and regardless of the prevailing paradigm of induction, successful induction programmes that directly benefit the beginning teacher will only be successfully realized if the beginning teacher is fully incorporated and an enthusiastic

participant in their own professional development. For the beginning teacher his analytical abilities, interpersonal style, philosophical openness and self-evaluative skills must all be encouraged to creatively mature. Meanwhile the change agents of the induction programme process must accommodate the beginning teacher's professional growth if the induction programme is to have long-term benefits for the teacher. Certainly educational reform will be enhanced if teacher preparation is producing a more analytical engaging and reflective practitioner. Not only will the pupils in the classroom benefit but the educational change process in general will benefit from the participation of these self-evaluative, self-directing beginning teachers.

Induction programmes do require a collaborative effort from all stakeholders in teacher education if this component of teacher education is to contribute to the reform in teacher education. The enhancement of the professional preparation of the beginning teacher directly impacts upon the accountability of the teacher education agencies to contribute to the overall improvement of the educational system.

Hence the academic, instructional, developmental and professional breadth of teacher education programmes must accept that teacher preparation is not a single institution's or agency's responsibility to undertake this challenge alone. Furthermore, the mandate to equip all of the knowledge, skills and understanding required by teachers to improve the quality of schooling cannot be achieved in an induction programme without the confluent academic, governance and organisational interrelationships with pre-service and in-service programmes.

Moreover, this professional preparation of teachers should be directly influenced by both theoretical and practical considerations as it applies to their experiences in the classroom or school setting. Induction can attend to this issue by providing beginning teachers with the opportunity to conceptualize their experience and critically reflect upon their actions while they are entering the most impressionable and professionally demanding phase of their career.

Teacher education programmes therefore have the opportunity to initiate innovation and reform within the educational system. However, to accomplish this task the new inductees into the profession must receive the best of induction practices, continuous instructional and curricular support from all colleagues, and the opportunity to work in a professional environment that enhances and honours their self-directed learning potential. Quality induction programmes can then make a difference.

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23

For further information please contact:

Ian Andrews (ph. (604) 420-2988)
7349 Coronado Drive
Burnaby, B.C.
Canada
V5A 1P9